

HYATT PARK ELEMENTARY

4200 Main St.
Columbia, S. C. 29203

GRADES K-5 Elementary School

ENROLLMENT 584 Students

PRINCIPAL Dr. John L. Lane 803-735-3421

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	51	43	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No

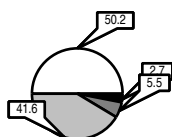
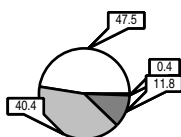
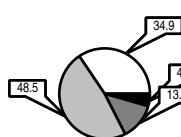
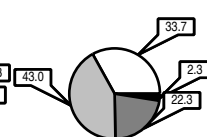
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Elementary Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	293	99.0	46.8	40.9	11.9	0.4	21.4	Yes	Yes
Gender									
Male	163	98.2	54.0	35.3	10.1	0.7	17.3		
Female	130	100.0	38.1	47.8	14.2	0.0	26.5		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	290	99.0	46.8	40.8	12.0	0.4	21.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	254	99.2	43.7	42.3	13.5	0.5	24.3		
Disabled	39	97.4	70.0	30.0	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	293	99.0	46.8	40.9	11.9	0.4	21.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	293	99.0	46.8	40.9	11.9	0.4	21.4		
Socio-Economic Status									
Subsidized meals	266	98.9	47.1	40.5	12.3	0.0	21.6	Yes	Yes
Full-pay meals	27	100.0	44.0	44.0	8.0	4.0	20.0		

Mathematics - State Performance Objective = 15.5%									
All Students	293	99.7	50.0	41.7	5.5	2.8	16.5	Yes	Yes
Gender									
Male	163	99.4	54.6	37.6	5.7	2.1	14.9		
Female	130	100.0	44.2	46.9	5.3	3.5	18.6		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	290	99.7	50.4	41.3	5.6	2.8	16.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	254	99.6	44.4	46.2	6.3	3.1	18.8		
Disabled	39	100.0	90.3	9.7	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	293	99.7	50.0	41.7	5.5	2.8	16.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	293	99.7	50.0	41.7	5.5	2.8	16.5		
Socio-Economic Status									
Subsidized meals	266	99.6	51.1	40.6	5.2	3.1	17.5	Yes	Yes
Full-pay meals	27	100.0	40.0	52.0	8.0	0.0	8.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	110	97.3	50.5	38.9	10.5	N/A	10.5
	Grade 4	110	98.2	54.7	38.9	6.3	N/A	6.3
	Grade 5	102	98.0	58.1	39.8	2.2	N/A	2.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	91	97.8	43.9	39.0	15.9	1.2	17.1
	Grade 4	103	99.0	48.9	35.9	15.2	N/A	15.2
	Grade 5	99	100.0	47.8	47.8	4.3	N/A	4.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	110	100.0	49.0	50.0	1.0	N/A	1.0
	Grade 4	110	99.1	54.6	40.2	2.1	3.1	5.2
	Grade 5	102	99.0	46.8	41.5	9.6	2.1	11.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	91	100.0	48.8	44.0	4.8	2.4	7.1
	Grade 4	103	99.0	48.9	41.3	5.4	4.3	9.8
	Grade 5	99	100.0	55.4	38.0	5.4	1.1	6.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 584)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.5%	No change	3.7%	2.7%
Attendance rate	95.0%	Down from 95.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.5%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%		5.7%	3.5%
Eligible for gifted and talented	4.7%	Down from 6.1%	5.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.3%	Up from 5.9%	8.0%	8.2%
Older than usual for grade	2.4%	Up from 1.8%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.5%	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	61.9%	Up from 60.5%	47.8%	51.4%
Continuing contract teachers	83.3%	Down from 83.7%	79.2%	87.5%
Highly qualified teachers**	97.2%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.6%	0.0%
Teachers returning from previous year	82.8%	Up from 82.7%	82.1%	86.7%
Teacher attendance rate	93.1%	Up from 92.8%	94.8%	94.9%
Average teacher salary	\$41,222	Down 3.0%	\$38,895	\$40,760
Prof. development days/teacher	14.9 days	Down from 17.6 days	13.4 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 19.5 to 1	16.9 to 1	18.9 to 1
Prime instructional time	86.2%	Down from 87.1%	88.9%	90.0%
Dollars spent per pupil*	\$5,859	Down 6.1%	\$7,012	\$6,044
Percent of expenditures for teacher salaries*	74.5%	Down from 76.0%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As time progresses, so did the Cougars at Hyatt Park Elementary School. Cougars are On the Move to Excellence (COME).

The following programs highlight some of the wonderful things that are happening here. Our child development, kindergarten, and first-grade classes use Breakthrough to Literacy. With the aid of this program, 96% of Hyatt Park's kindergarten students reached a first-grade reading level as measured by the Breakthrough to Literacy Program. Other intervention programs, such as Early Alliance, Early Success, and SOAR to Success, are also used to help our students improve their reading skills. The mind and imagination of students at our school leap and soar under the careful tutelage of well-trained teachers with a vision of high expectations in Math, Language Arts, Writing, Science, and Higher-Order Thinking Skills. Our instructional program is further supported with before- and after-school tutoring sessions. Volunteers and mentors also enhance our instructional program by "adopting" a child to counsel, coach, and nurture to success.

Technology use continues to be expanded by teachers and students making greater use of NASA's educational Website and other software programs. We believe that it takes everyone to educate a child. Several school-sponsored activities have been implemented to increase the social, cultural and academic levels of our students through the use of community and business resources. Our Annual Community Fair keeps us in touch with other community members and has opened avenues of communication with them.

At our school, we offer many opportunities for students to seek leadership roles that build character and prepare them for the competitive world in which they live. Students are involved in the daily functions of our school. The Hyatt Park School store and other student-led service projects are an integral part of our school-to-work program. Opportunities are also available for students to hold membership in special group activities, such as book clubs, chess clubs, debate teams, math clubs, student council, the newcomer's club, and the safety patrol.

John L. Lane, Principal, Hyatt Park Elementary School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	58	13
Percent satisfied with learning environment	77.3%	85.7%	91.7%
Percent satisfied with social and physical environment	81.4%	75.9%	83.3%
Percent satisfied with home-school relations	59.1%	98.2%	66.7%

*Only students at the highest elementary school grade level at this school and their parents were included.